

## Overview

A strong school partnership program must invest time and energy into looking at data. With limited resources, it is important to evaluate if programs are having the desired effect.

It is recommended that partner managers review program data at least three times a year. At the beginning of the year to consider how the composition of the student body in each program might impact program management. At the middle and end of the year to look at program impact, plan actions, and to develop required report for granting organizations.

To help the partner manager with this important work, an automated tool was developed that provides two kinds of reports:

- A set of graphs showing academic, attendance, and suspension data for each partner program
- A set of similar graphs with data showing the combined effects of students participating in multiple family, academic, or personal support programs.

Getting these reports is a partnership between the partner manager and the data manager. No reports can be generated unless partner participation rosters are submitted with a list of participants **and their student ids!**

## Planning Tri-Annual Partner Data Meetings

The partner manager submits program rosters **with student IDs** at BOY, MOY, and EOY. Three weeks later, the partner manager can expect to receive the set of reports described above.

After receiving the reports, the partner manager would then:

1. Schedule a meeting with all program or partnership leaders
2. Give each partnership leader the reports relevant to their program(s)
3. Give the principal a copy of all reports, as well as the combined supports reports
4. Ask each partnership leader to circle the charts relevant to their program (e.g. a leader of an ELA program should only focus on graphs with ELA data)
5. Ask partnership leaders to share any trends or useful information they noticed
6. Discuss the reasons for different trends
7. Discuss the implications for program management
  - ➔ At BOY: Is this the right composition of students for this program?
  - ➔ At MOY: Is this a partnership we should monitor more closely?
  - ➔ At EOY: Is this a partnership we want to end, expand, or continue as is?

After this meeting, the partner manager would use the team insights and select the most relevant graphs to prepare reports required by granting organizations.

### Requirements for Getting Automated Reports

No automated reports will be generated unless the partner manager submits a list of participants for each program ***with student ids***.

Preparing rosters with student ids can be best done by:

1. Request an export from ASPEN with student names, student ids, and student grade levels
2. Add a field that says "Program Participant (Y/N)"
3. Give this spreadsheet to each school-based partner leader
4. Require partner leaders to keep track of participants on this spreadsheet
5. If possible, combine all the spreadsheets from the school-based partner leader into a single spreadsheet or at least a single workbook
6. Send the spreadsheet to the DCPS Instructional Data Specialist assigned to your school 3-4 weeks before you would like to review the data:
  - a. October 1
  - b. March 1
  - c. July 1

Here is the template for submitting rosters to DCPS for analysis:

STARS ID	Last Name	First Name	Grade Level	Program Name	Program Participant (Y/N)	Program Attendance if Available (e.g. # APTTs attended)	Notes?
123456	Jones	Joe	4	APTT	Y	5	<i>This is just an example!</i>
123456	Jones	Jessica	3	After School	Y	n/a	<i>This is just an example!</i>

If program leaders do not submit rosters with student ids, the partner manager will have to enter this in manually to the ASPEN roster export.

This is time consuming, but remember that ***without strong data, hundreds of thousands of dollars in grant money could be lost!*** Rosters with student ids are the only way to get the data needed to prove the impact of your programs to granting organizations.

### Sample Automated Report

The report below is for City Year ELA, a program that places young college students for a year in classrooms to provide support and to get to know what it's like working in the city. This cohort was assigned to provide push-in ELA support to a select group of students in classrooms.

The automated report provides useful information, but many charts should be ignored. The program manager would focus on K-2 and 3-5 ELA-related charts – TRC, DIBELS, ANET ELA, and the MAP ELA charts – to understand the impact of the program. The rest of the charts should really be ignored.

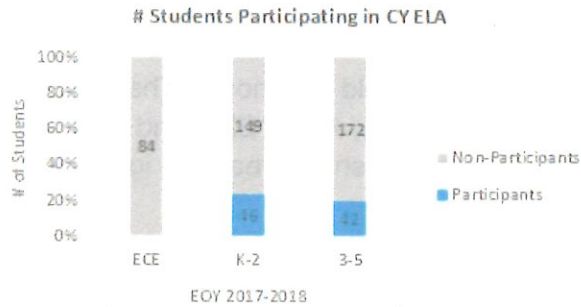
By focusing on the ELA charts, the program manager might conclude:

- City Year may have had a **negative effect on reading fluency**
  - The percent of CY ELA Participants benchmark on DIBELS dropped from 56% to 31%, while the percent of non-participants dropped only from 57% to 54%
- CityYear did, however, have a strong **positive effect on K-2 reading comprehension**. It may be best to focus CityYear on helping students with their reading comprehension in the future, since that requires less expertise in literacy.
  - CY ELA Participants in K-2 jumped from 35% proficient on TRC to 54%, a much larger jump than non-participants
  - The percent of CY ELA Participants in K-2 who started the year in the bottom 25<sup>th</sup> percentile on MAP dropped from 67% to 49%, a much greater drop than non-participants
- CityYear **did not seem to benefit students in 3-5<sup>th</sup> grade**
  - Only 29% of 3-5<sup>th</sup> grade CY ELA participants met MAP growth targets, compared to 39% of non-participants

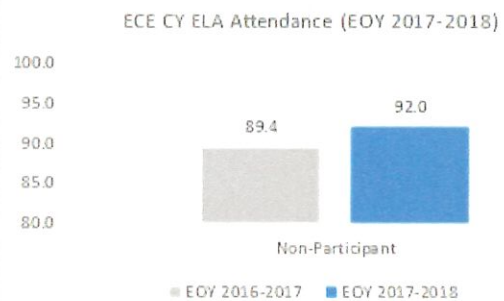
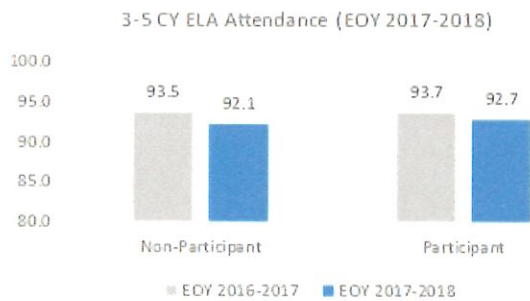
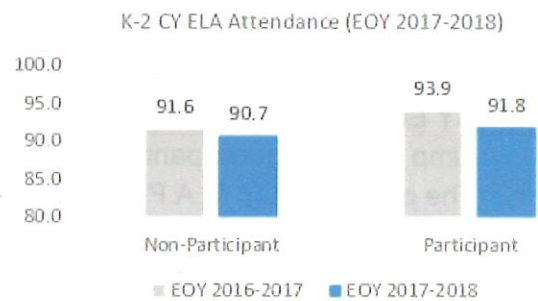
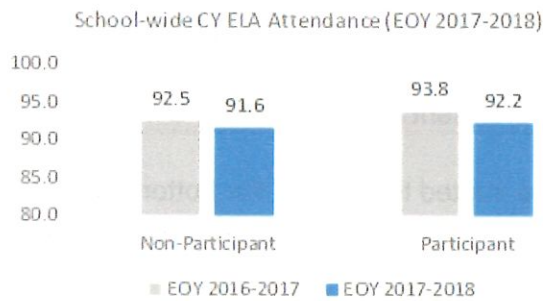
### Stanton ES Partner Report - CY ELA (EOY 2017-2018)

Notes: 1. For MOY and EOY versions of this report, only students who have data for both time periods are included.  
 2. This report is automated with a consistent set of outcome indicators, not all of which will be applicable to this program. It is important to focus only on the charts with data relevant to the goals of a given program.

#### Summary of Supports by Grade Band



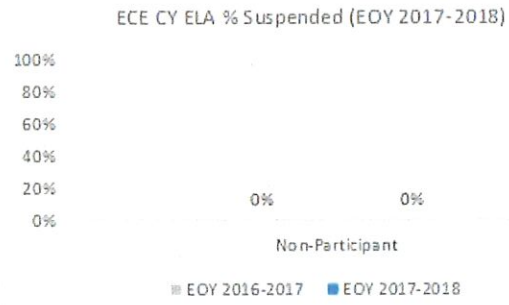
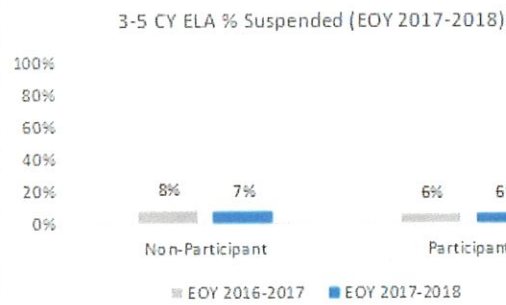
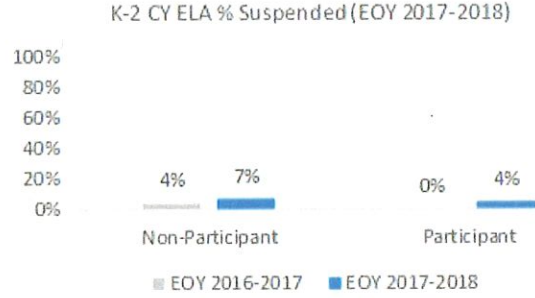
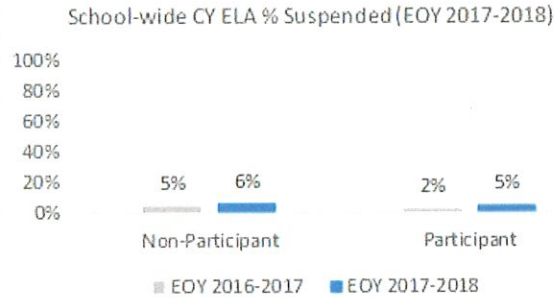
#### Attendance



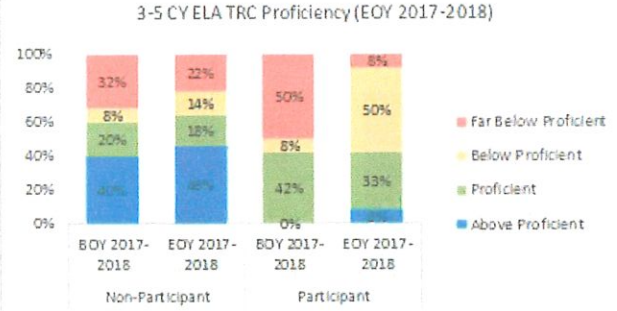
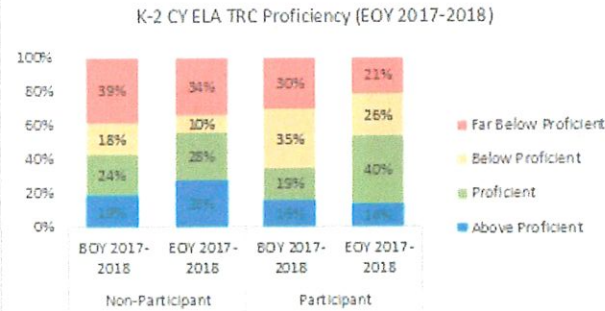
# Guide for Handling Partner Data

## Guidance for Partner Manager

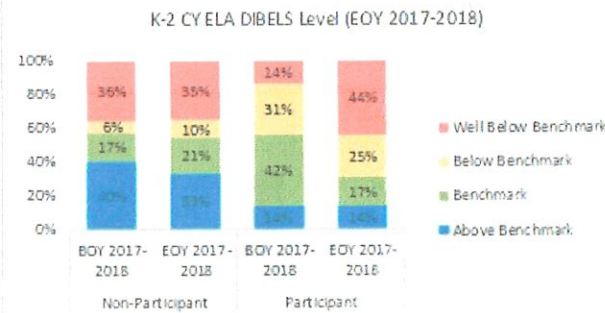
### Suspensions



### Text and Reading Comprehension (TRC)



### DIBELS Reading Fluency



# Guide for Handling Partner Data

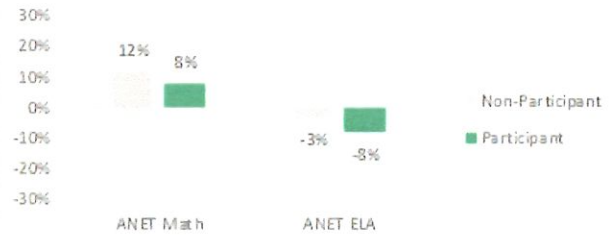
## Guidance for Partner Manager

### ANET Reading & Math

2nd Grade CY ELA Avg ANET Score Relative to Network (YTD)

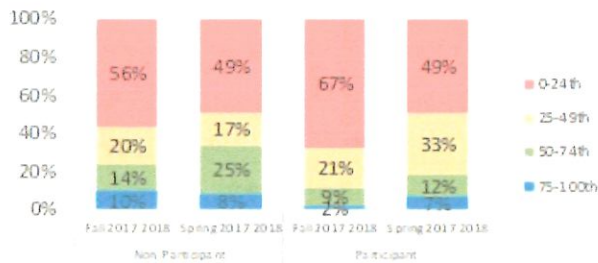


3-5 CY ELA Avg ANET Score Relative to Network (YTD)

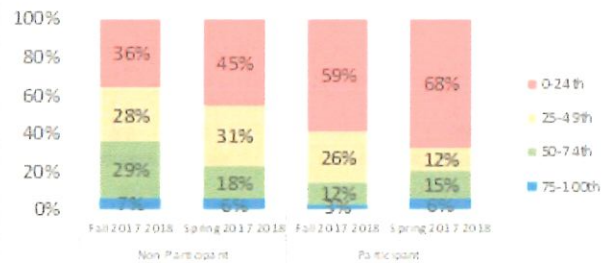


### MAP Reading Quartiles

K-2 CY ELA MAP ELA Quartiles

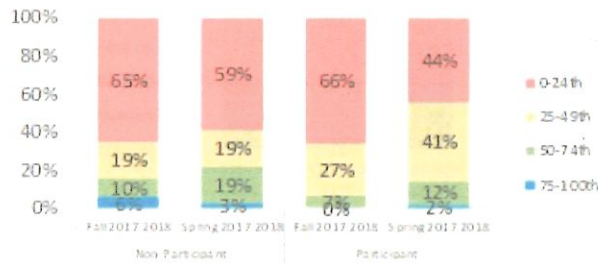


3-5 CY ELA MAP ELA Quartiles

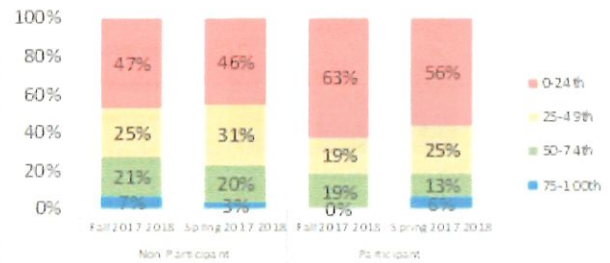


### MAP Math Quartiles

K-2 CY ELA MAP Math Quartiles

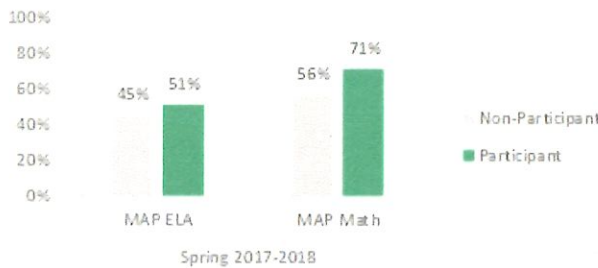


3-5 CY ELA MAP Math Quartiles

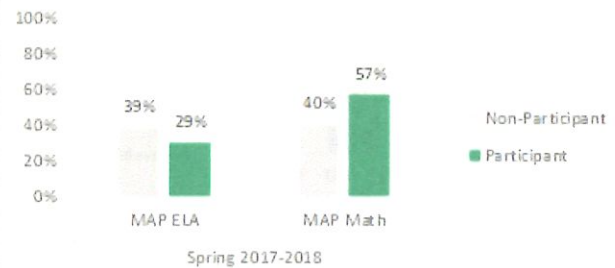


### MAP Growth Targets

K-2 CY ELA % Meeting MAP Growth Targets



3-5 CY ELA % Meeting MAP Growth Targets

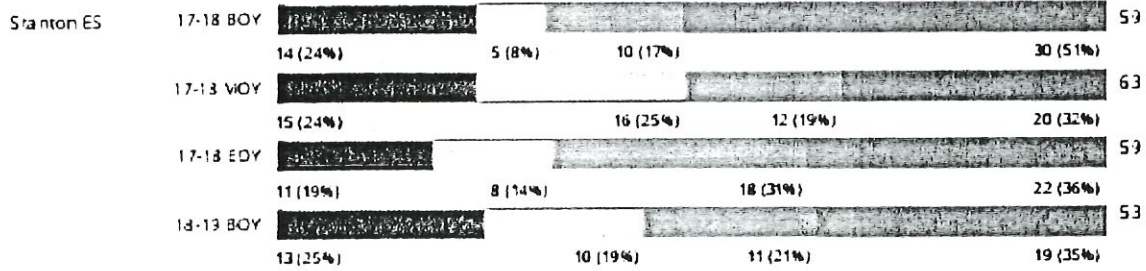


Goals Chart

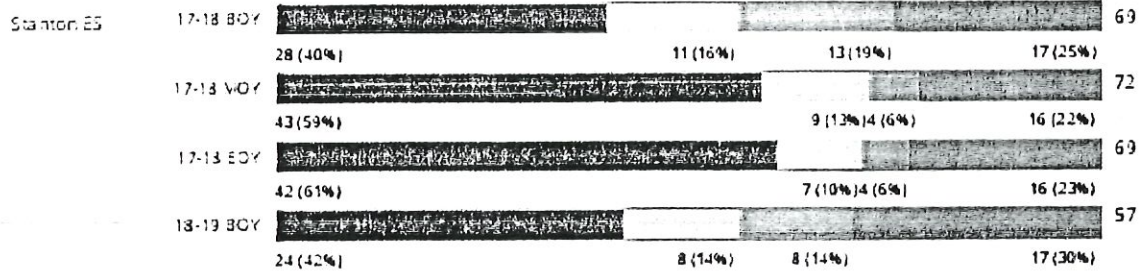
Area	Goal	By the #s	Starting Point	October
CHM	ISA moves from 90.2% to 93%	444 per day	90.2%	93.6%
	Student Satisfaction: Care moves from 2.91 to 3.0		2.91	
	Student Satisfaction: Classroom Management moves from 2.39-2.60		2.39	
	Insight Survey: Teachers report, "My school is a good place to teach and learn." Data moves from 52% to 60%.	24	52%	10/26
	Insight Survey: Teachers report, "I receive the support necessary to maintain high behavior expectations in my classroom." Data moves from 43-50%	20	43%	10/26
	Incidents: 25% reduction in calls from Q1 to Q4 in each cohort			
Math	PARCC Level 4: 18-30% (61)	61	38 in 17-18	49%   60%   46%
	PARCC Reduce Level 1 from 22% to 17%	34	45	A1 Results
	2nd Grade ANET Surpass Network Average by 10% on A2 and A3			63% Average
	CLASS Instructional Support: 1 point growth 1.96 to 2.96		1.96	
Special Education	100% of IEP meetings due before October 15, 2019 will be held by May 1, 2019.	# for year	13/13	
	100% of referrals will schedule a pre-referral meeting within two weeks from the referral date.		5/5	100%
	90% of fine arts teachers will be able to accommodate students and modify activities using IEP and BIP data.			
	A 10% decrease in the number of students with IEPs referred for behavior.		34% of referrals	12.5% October
TCS @ TBI	Increase the number of King Designed Models created by Kings and connected to their network from 4 to 9+		4	
	Network Map increases visualization of our standard definition of wellness from 12* to 60+		12	
	Increase the number of Storybank entries that develop the Community Index 1.0 from 8* to 240+		8	
	Increase the TBI Operating budget from 93,000/year to \$193,000		93K	
Literacy	DIBELS Grow from 48% to 65% at or above benchmark	122	81	81 or 43%
	PARCC Level 4 Grow from 10% to 22%	45	21 in 17-18	23%   28%   42%
	PARCC Reduce Level 1 from 36% to 30%	60	75	A1 Results
	CLASS Instructional Support 1 point growth 1.96 to 2.96		1.96	

## BOY Starting Points

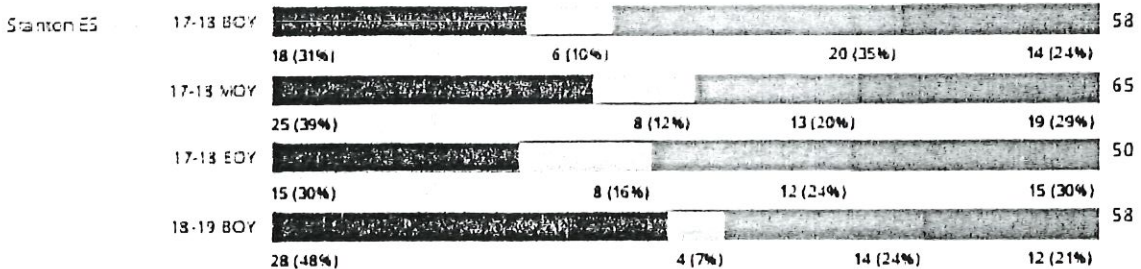
### Kindergarten DIBELS



### 1st Grade DIBELS



### 2nd Grade DIBELS

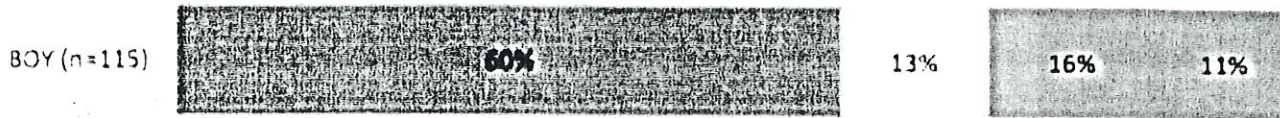




## TRC K-2nd Grade

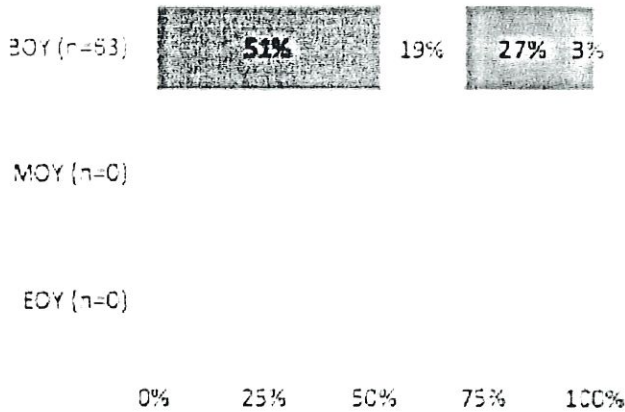
### SY18-19

■ % Well Below Benchmark   ■ % Below Benchmark   ■ % Benchmark   ■ % Above Benchmark



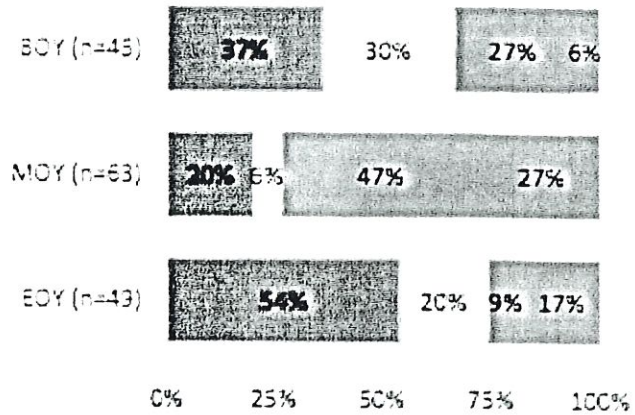
### SY18-19

#### Kindergarten

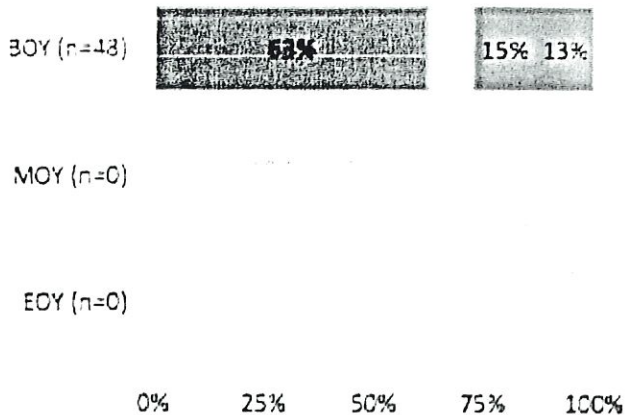


### SY17-18

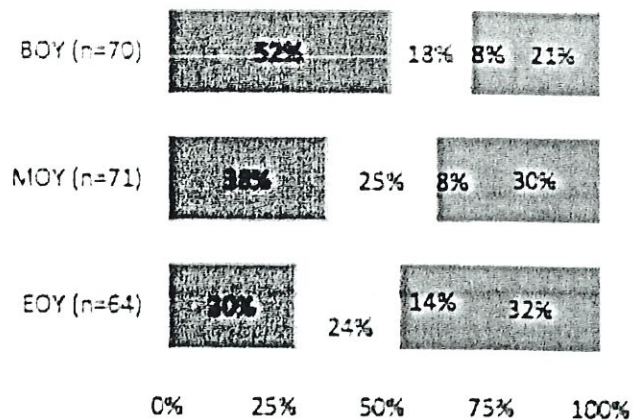
#### Kindergarten

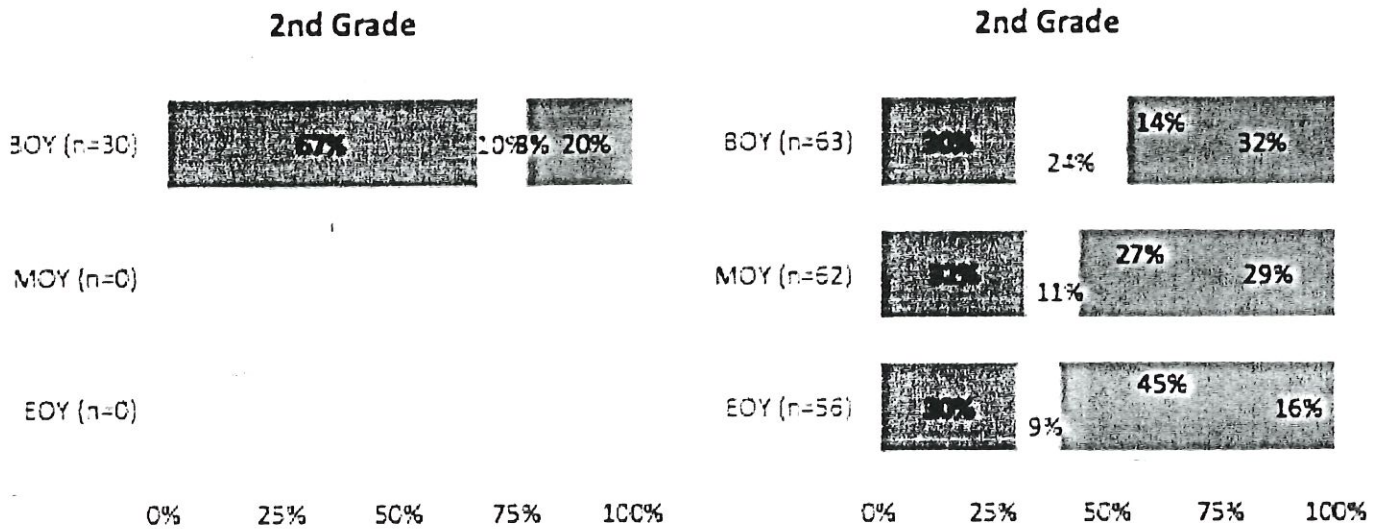


### 1st Grade



### 1st Grade





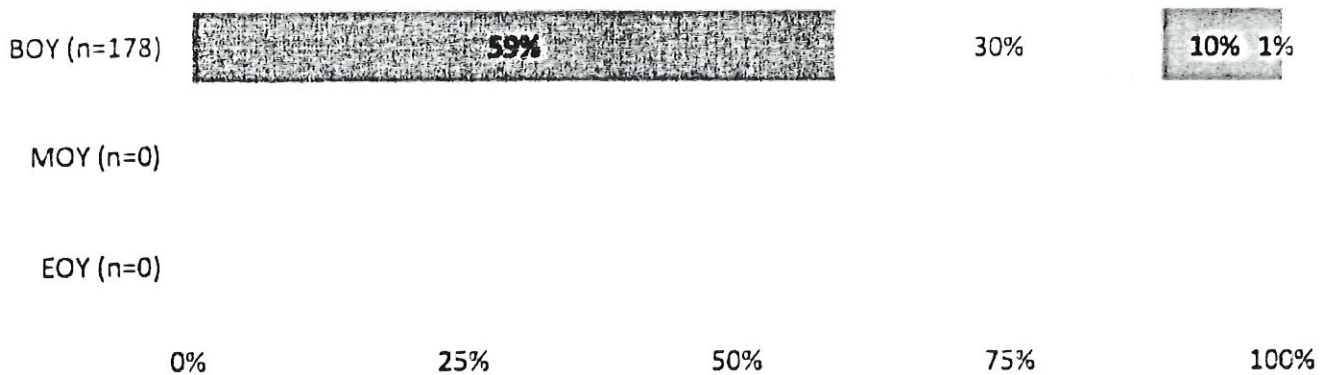
Reading Inventory | 3<sup>rd</sup>-5<sup>th</sup> Grade

**Overall School Performance**

**SY18-19**

**RI Proficiency**

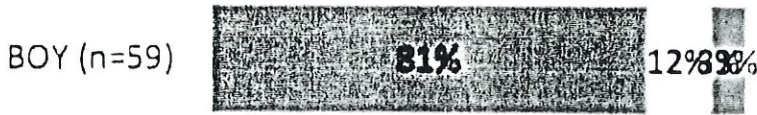
■ % Below Basic    ■ % Basic    ■ % Proficient    ■ % Advanced



3rd Grade



4th Grade

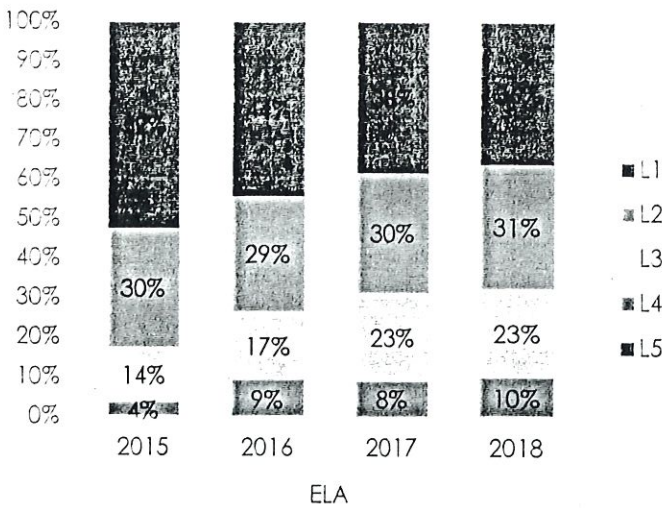


5th Grade

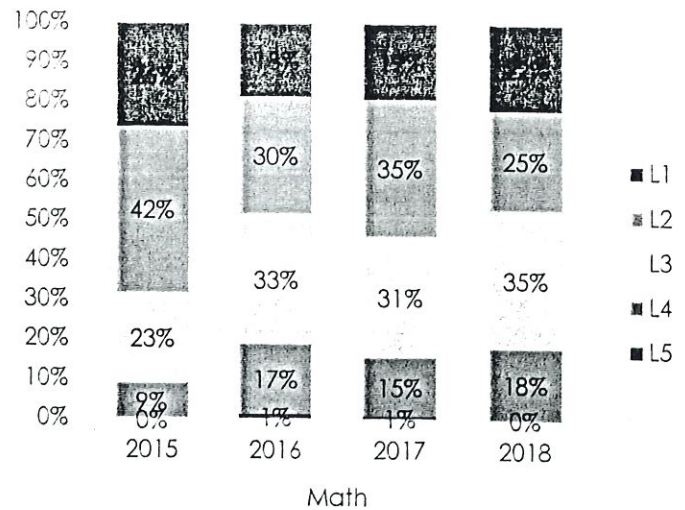


PARCC 17-18 Overall Performance

Stanton PARCC Overall Trends



Stanton PARCC Overall Trends



# Quarter 1 Data

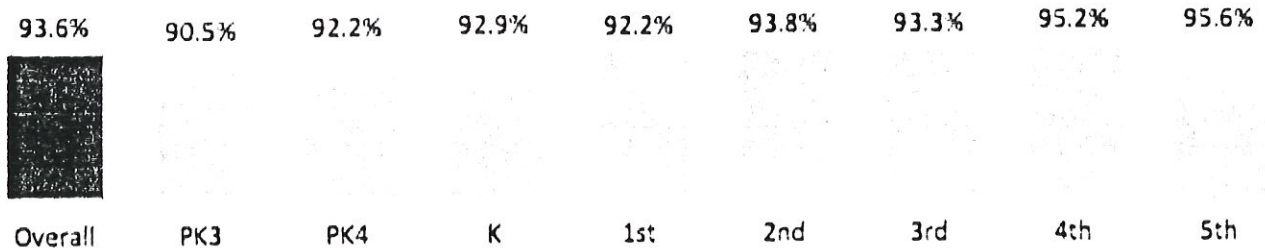
Data run date: 10/15/2018

Stanton ES - SY2018-2019

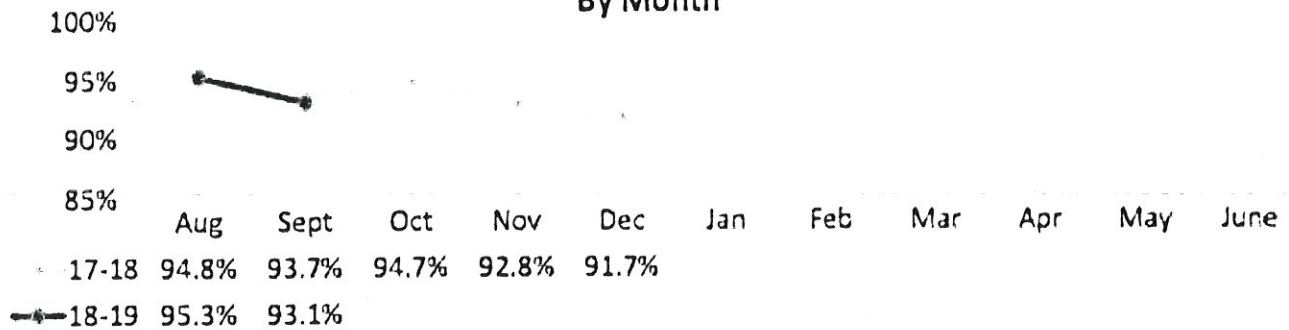
## BOY Data Review: Attendance

### SY 18-19 In-Seat Attendance (ISA)

#### By Grade



#### By Month



## ANET

ELA	Grade Level	Homeroom	MATH	Grade Level	Homeroom
2 <sup>nd</sup>	60%	Hampton 55% Morgan 61% NCAT 63%	2 <sup>nd</sup>	63%	Hampton 69% Morgan 54% NCAT 64%
3 <sup>rd</sup>	23%	Coppin 23% GTOWN 22% American 24%	3 <sup>rd</sup>	49%	Coppin 44% GTOWN 47% American 55%
4 <sup>th</sup>	28%	Towson 23% Bowie 31% UMD 30%	4 <sup>th</sup>	60%	Towson 59% Bowie 66% UMD 53%
5 <sup>th</sup>	42%	GWU 42% Trinity 44% Howard 40%	5 <sup>th</sup>	46%	GWU 45% Trinity 54% Howard 41%